

UNIFIED SCHOOL DISTRICT OF MARSHFIELD MTSS

Multi-Tiered System of Support



Session Objectives

- MTSS Comfort Zone
- What is MTSS?
- Marshfield MTSS model
 - Overview of Tiers
- MTSS Teams
 - District-level
 - Building-level
- Problem-Solving Process
- MTSS at Elementary Level
- MTSS at Middle School Level
- MTSS at High School Level
- Universal Screening/Progress Monitoring
- MTSS and Behavior (PBIS)



MTSS Comfort Zone

What is your MTSS Comfort Zone?



Comfort Zone – I feel comfortable with the content, I am able to answer questions and articulate information on the subject.

Learning Zone – I have a basic understanding of the concept, but need to know more information about it

Anxiety Zone – I have no idea what you are talking about and feel very uncomfortable with the subject



What is MTSS?

- MTSS = Multi-Tiered System of Support
- MTSS is a systemic, continuous- improvement framework that uses evidence-based practices, focusing on data-based problem-solving at multiple levels to support “need-driven” decision making to accelerate performance for all students. (Gibbons, K., Bollman, K. (Directors) (2015, June 23). Response to Intervention Summer Institute. *10th Annual Response to Intervention (Rtl) Summer Institute*. Lecture conducted from Crowne Plaza, Bloomington).
- It is based on the assumption that ALL students can learn and achieve when provided with effective teaching, research-based instruction and access to standards-based curriculum.
- Main Goal:
 - To problem-solve why students are struggling with grade level content and provide assistance to those identified students within all tiers to ‘close the gap’ of student achievement
- Originally referred to as Response to Intervention (Rtl)
 - Difference from Rtl:
 - problem-solving and support for students’ social/emotional/and behavior needs
 - provides a framework for focusing on overall school improvement
 - emphasizes prevention

(Hurst, S. (2014, January 6). What is the Difference Between Rtl and MTSS? Retrieved July 27, 2015.)



Why MTSS?

- Use of evidence-based practices is required by law
 - NCLB Act of 2001 requires the use of instruction based on scientific research
(Stanovich, P., & Stanovich, K. (2006). What is Scientifically Based Research? A Guide for Teachers. Retrieved July 27, 2015, from http://lincs.ed.gov/publications/pdf/science_research.pdf).
 - Reauthorization of (IDEA) in 2004 required the use of a process based on the child's response to scientific, researched-based intervention
 - Specific to Learning Disabilities: IDEA requires that (1) states could no longer require the use of significant discrepancy between intellectual ability and achievement as a part of learning disability determinations, (2) states must permit the use of a process based on the student's response to scientific-research/evidence-based interventions
(Topic: Identification of Specific Learning Disabilities. (2006, October 4). Retrieved July 27, 2015, from <http://sped.dpi.wi.gov/sites/default/files/imce/sped/pdf/sld-guide.pdf>).
 - 2013, Wisconsin state law stated that IEP teams could no longer use significant discrepancy as learning disability criterion and must use progress monitoring data collected during intensive, scientific research-based/evidence-based interventions
 - WI state law requires that a student (if suspected as having a disability) must receive TWO intensive interventions within the area of concern before IEP teams can make the learning disability eligibility determination
 - The intervention must be implemented within the general education setting by appropriately licensed general education staff
(2006, October 4). Retrieved July 27, 2015, from <http://sped.dpi.wi.gov/sites/default/files/imce/sped/pdf/sld-guide.pdf>).
- District team will be developing a guideline on "what is an appropriate amount of intervention" before considering a special education referral.

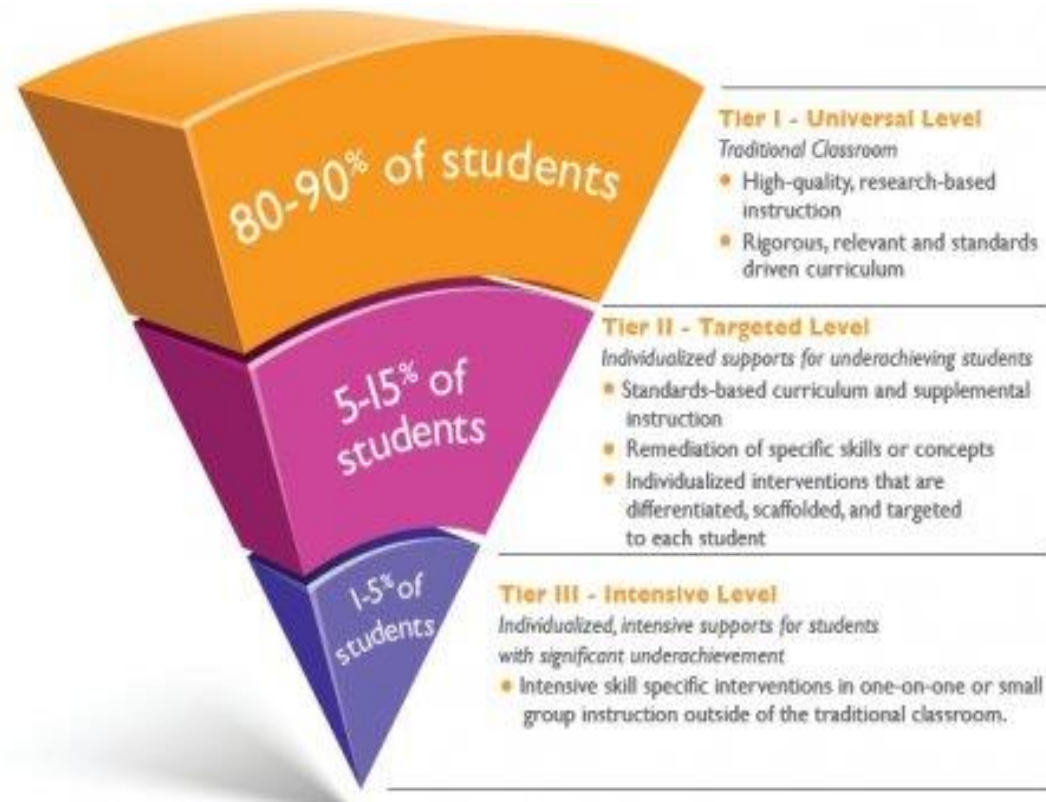


WHY MTSS?

- The School District of Marshfield's vision for the implementation of a MTSS framework, embedded in best practice, is to ensure that **ALL** students in the district are provided with high quality instruction that is evidence based within a supportive environment, ensuring that students' academic and behavior needs are not only met, but promote growth within the learning environment.



Marshfield MTSS Model



- Three tier model
- Following components are implemented in each tier:
 - Instruction
 - Assessment
 - Problem-solving



Tier Overview

- Tier 1 (80-90%)
 - Universal Tier
 - **Instruction:** High-quality core instruction provided to almost, if not all, children
 - **Differentiation/flexible grouping –** is a way to create differences in curricular experiences and provide multiple options for learning or taking the core curriculum and making it work for a variety of students.
 - **Assessment:** Universal screening measures- brief, curriculum-based assessments used to measure where students are currently performing compared to grade-level standards (i.e., AIMSweb, PALS); benchmark assessments, WKCE, ACT, other state/district mandated assessments that are given to all students; classroom assessments (i.e., running records, quizzes/tests, permanent products)
 - **Problem-solving:**
 - District-level – reviews district data to determine needs within the curriculum, staffing needs, and MTSS implementation
 - Building-level – reviews school-wide data to determine needs of the school within the curriculum, intervention programs



MTSS Overview

- Tier 2 (10-15%)
 - Strategic and Supplemental to the core curriculum
 - **Instruction:** strategic, evidence-based interventions are provided to children who require supplemental support to the core
 - **Assessment:** review of universal screening and other data to determine “at-risk” students; progress monitoring of interventions to determine if a student is making adequate gains toward the core curriculum for identified students
 - **Problem-solving:** MTSS teams will meet to review student data with general education teacher to identify the problem, hypothesis what is causing the problem, develop a plan to address the problem and evaluate the plan after a set amount of intervention time



MTSS Overview

- Tier 3 (1-5%)
 - **Instruction:** Highly intensive by type and amount given
 - For some students this instruction maybe given through an alternate placement, including special education or gifted/talented instruction
 - Highly-researched, evidenced-based instruction to focus on children's needs
 - **Assessment:** Progress monitoring to occur on frequent basis to ensure child is making adequate progress with the instruction
 - **Problem-solving:**
 - Student Referral – student is being referred for special education due to suspected disability, IEP team will meet to determine if evaluation is warranted and what data is needed to complete evaluation; evaluation completed and team determines if student is eligible for services
 - Identified Student – Special and general education teachers will meet to engage in continuous problem-solving to ensure that the student is responding to the instruction being provided
 - Non-identified students – Same as Tier 2



Note about Fidelity

- **Fidelity** is the degree to which an intervention/instruction is delivered as planned with accuracy and consistency. It measures the difference between what is expected in the curriculum/intervention design and what is actually executed in the class and/or intervention session (Deni, J.,

Dimick, D., Foster, K., (Speakers) (2012, November 14). Instructional Integrity: From Research to Practice. 42nd Conference on Exceptional Children. Lecture conducted from North Carolina Department of Public Instruction, Greensboro.)

- Crucial component within all Tiers
- Instruction/Interventions to be implemented with fidelity
- It cannot be assumed that interventions are conducted with fidelity, as fidelity data is required to demonstrate that interventions are implemented correctly.
- Aim for 80% or higher with fidelity of interventions/instruction
- Collecting fidelity data will be incorporated into the MTSS data gathering process

Lack of fidelity with
curriculum/interventions

Misleading data

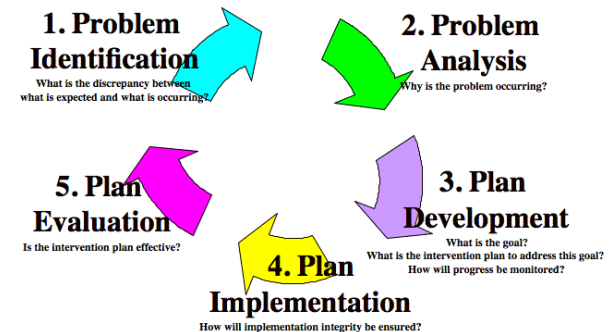
Misguided decisions
affecting student
outcomes



Problem Solving Process

1. Problem Identification (What is the problem?)
2. Problem Analysis (Develop hypothesis, why is it happening?)
3. Plan Development
 - a) Intervention determined
 - b) What assessment will be used?
 - c) What is the intended goal?
4. Plan Implementation
5. Plan Evaluation (Did it work?)

Problem-Solving



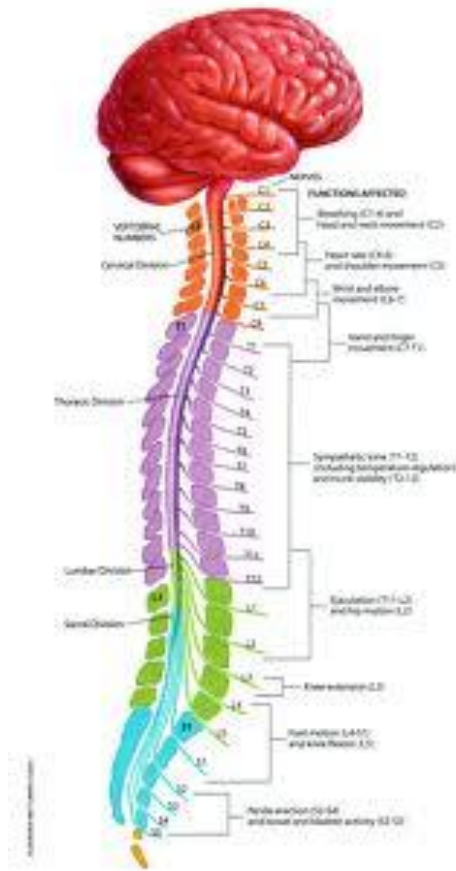
* More information will be provided in depth to MTSS teams about this process at a later training



Do you see a re-occurring theme in all Tiers?

DATA!

“Data are like the spinal cord to the process. Just like a human spinal cord conducts information to and from the brain so that daily functioning can happen, data gathered throughout the tiers of MTSS are essential for healthy functioning of responsive instruction.”





MTSS Teams

District Team

- Reviewing district data to assess needs of the district
- Develop protocols to assist buildings with implementation
- Provide training to building teams
- Create intervention guide and protocols for implementation

Building Team

- Review school-wide data to determine needs of the school
- Review individual student data with teacher to engage in problem solving and develop an intervention plan
- Assist staff members with MTSS implementation, including collecting data, documenting interventions and intervention implementation to ensure fidelity



MTSS Teams

District Team

- Made up of representatives throughout the district
 - Principal/Assistant Principals
 - School Psychologists
 - Director of Curriculum and Instruction
 - Director of Student Services
 - Literacy Coaches

Building Team

- Will include
 - Administrator
 - Data coach
 - PRESS coach/representative
 - School Psychologist
 - General Education Representative
 - Special Education Representative



MTSS District Team

- 2015-2016 Goals:
 - Provide training on MTSS and Problem-Solving Model
 - Support building level teams with implementation at all tiers including: core instruction, problem-solving, assessments, interventions and data collection with fidelity
 - Assist with building-level action plans
 - Develop protocols for building level teams for tier documentation and intervention implementation
 - Currently working on manual
 - Monitor implementation within the district
 - Establish informational documents to be shared with parents
- Priority for 2015-2016 school year is Tier 1 implementation



MTSS Building Level Teams

- 2015-2016 Goals:
 - Establish a building level MTSS team
 - Create an action plan for the 2015-2016 school year
 - Become fluent in the MTSS process and problem-solving model
 - Review universal screening data/ local and state data to determine the needs of the whole-school
 - Use data to guide instruction at all tiers
 - Use data to determine 'at-risk' students and engage in problem-solving to address individual needs
 - To focus on implementing all tier functions with fidelity/integrity
 - Meet regularly to discuss school and individual student needs



MTSS Building Team

- MTSS Team members will assume the following roles:
 - Facilitator – facilitates MTSS meetings by setting the agenda, uses norms for effective meetings, listens well, asks ‘right’ questions, reinforces member roles, facilitates team’s reflection on process and progress
 - Recorder – takes minutes, records information on appropriate documentation, makes appropriate copies and disperses information to team members
 - Time Keeper – follows time frames allocated on agenda, informs group of time frames during dialogue
 - Focus Monitor – reminds members of tasks and purpose, refocuses dialogue on processes and agenda items
 - Data Specialist – gathers all data from team members, creates or presents tables/graphs/charts, shares results with team members
 - Engaged Participants – listens, questions, contributes, commits



MTSS at Elementary Level – Tier 1

- Core Curriculum is delivered to all children
- Universal Screening is administered three times a year (Fall, Winter, Spring)/Appropriate benchmark/state assessments are administered to each grade level
- Once universal screening/benchmarks are administered, MTSS team reviews school-wide data to determine needs of the school using the problem-solving process
- PLC teams review assessment data (including: universal screening, benchmark, classroom data) to determine needs of the grade level by answering PLC questions
 - Teams engage in differential instruction to meet needs of all students while still administering the core curriculum
 - Teams and/or individual teachers administer Tier 1 interventions as needed to address student's identified needs and monitor progress
- PLC's review data on monthly basis to determine needs of the students



MTSS at Elementary Level – Tier 2

- Review of universal screening and other benchmark data applicable to the grade level
- Determine what students are below the designated cut-off scores and needs to be considered for intervention
- MTSS Team will schedule meetings with teachers to review students who are below the cut-off
- Meetings are held to engage in problem solving process
- Team identifies problem and develops a hypothesis
 - Team determines the progress monitoring tool that will be used and establishes a goal at the student's instructional level
 - Team develops intervention plan
 - Plan is implemented with fidelity
 - MTSS team re-meets after specified period of time to review intervention
 - Based on team determination and review of data:
 - Student moves back to Tier 1
 - Intervention plan continues with no changes – team will re-meet and follow above steps
 - Intervention change, problem solving and process occurs again



MTSS at Elementary Level-Tier 3

Student Referral for Suspected Disability

- Upon review of Tier 2 data of two interventions within the area of concern the MTSS team refers student for a special education evaluation if a disability is suspected
- IEP team meets to determine if an evaluation is warranted
- If evaluation is warranted, team gathers appropriate information and determines eligibility
 - If not warranted, student goes back to MTSS team for problem solving
- If found eligible, IEP is created OR if **not** found eligible back to MTSS team for problem solving
- Instruction/intervention and progress monitoring are implemented

Identified Students

- Instruction/Intervention is provided in the general education and special education settings
- Progress monitoring is conducted to determine progress
- Special education and general education teacher(s) engage in problem solving process



MTSS at Middle School – Tier 1

- Core Curriculum in all content areas is delivered to all children
- Appropriate universal screening/benchmark/ state assessments are administered to each grade level
- Once universal screening/other assessments are administered, MTSS team reviews school-wide data to determine needs of the school using the problem-solving process
- PLC teams review assessment data (including: universal screening, benchmark, classroom data) to determine needs of the grade/content area by answering PLC questions
 - Teams engage in differential instruction to meet needs of all students while still administering the core curriculum
 - Teams and/or individual teachers administer Tier 1 interventions as needed to address student's identified needs and monitor progress
- Team review data on monthly basis to determine needs of the students



MTSS at Middle School – Tier 2

- Review of universal screening and other benchmark data applicable to the grade level
- Determine what students are below the designated cut-off scores and needs to be considered for intervention
- MTSS Team will schedule meetings with content teachers (English/Math) to review students who are below the cut-off
- Meetings are held to engage in problem solving process, identifying problem and developing a hypothesis
 - Team determines the progress monitoring tool that will be used and establishes a goal at the student's instructional level
 - Team develops intervention plan
 - Plan is implemented with fidelity
- At middle school level, intervention can occur during study hall/CRC/other designated time. Personnel assigned to this time will need to conduct evidence-based interventions as specified and document through progress monitoring
- MTSS team re-meets after specified period of time to review intervention progress
 - Based on team determination and review of data :
 - Student moves back to Tier 1
 - Intervention plan continues with no changes – team will re-meet and follow above steps
 - Intervention change, problem solving and process occurs again



MTSS at Middle School Level-Tier 3

Student Referral for Suspected Disability

- Upon review of Tier 2 data of two interventions within the area of concern the MTSS team refers student for a special education evaluation if a disability is suspected
- IEP team meets to determine if an evaluation is warranted
- If evaluation is warranted, team gathers appropriate information and determines eligibility
 - If not warranted, student goes back to MTSS team for problem solving
- If found eligible, IEP is created OR if **not** found eligible back to MTSS team for problem solving
- Instruction/intervention and progress monitoring are implemented

Identified Students

- Instruction/Intervention is provided in the general education and special education settings
- Progress monitoring is conducted to determine progress
- Special education and general education teacher(s) engage in problem solving process



MTSS at High School – Tier 1

- Core Curriculum in all content areas is delivered to all children
- Appropriate benchmark/ state assessments are reviewed by MTSS team to determine needs of the school using the problem solving process
 - For 9th graders, team reviews spring universal screening data from rising 8th graders and other relevant data
 - For 10th-12th graders, team reviews benchmark/state assessment data to determine needs of students
- PLC teams review assessment data (including: universal screening (9th grade), benchmark/state assessments, classroom data) to determine needs of the grade/content area by answering PLC questions
 - Teams engage in differential instruction to meet needs of all students while still administering the core curriculum
 - Teams and/or individual teachers administer Tier 1 interventions as needed to address student's identified needs and monitor progress
- Team review data on monthly basis to determine needs of the students



MTSS at High School – Tier 2

- Review applicable data per grade level
- Determine what students are below the cut-off score and needs to be considered for intervention
- MTSS Team will schedule meetings with content teachers (English/Math) to review students who are below the cut-off
- Meetings are held to engage in problem solving process, identifying problem and developing a hypothesis
 - Team determines the progress monitoring tool that will be used and establishes a goal at the student's instructional level
 - Team develops intervention plan
 - Plan is implemented with fidelity
- At high school level, intervention will occur in COCRC. Personnel assigned to this time will need to conduct evidence-based interventions as specified and document through progress monitoring. Students will be placed in the class in lieu of another class/ study hall
- MTSS team re-meets after specified period of time to review intervention progress
 - Based on team determination and review of data :
 - Student moves back to Tier 1
 - Intervention plan continues with no changes – team will re-meet and follow above steps
 - Intervention change, problem solving and process occurs again



MTSS at High School Level-Tier 3

Student Referral for Suspected Disability

- Upon review of Tier 2 data of two interventions within the area of concern the MTSS team refers student for a special education evaluation if a disability is suspected
- IEP team meets to determine if an evaluation is warranted
- If evaluation is warranted, team gathers appropriate information and determines eligibility
 - If not warranted, student goes back to MTSS team for problem solving
- If found eligible, IEP is created OR if **not** found eligible back to MTSS team for problem solving
- Instruction/intervention and progress monitoring are implemented

Identified Students

- Instruction/Intervention is provided in the general education and special education settings
- Progress monitoring is conducted to determine progress
- Special education and general education teacher(s) to engage in problem solving process



Universal Screening/Progress Monitoring

- District team will be reviewing universal screening tools and procedures, particularly at the secondary level to determine the best tool to meet secondary staff and student needs
- District team will review progress monitoring tools and decide what changes, if any, need to occur at all levels to assist staff and students
- Universal screening and progress monitoring will remain as is, until decisions are made regarding tools and roll-out



Universal Screening

- Grades K-8th
 - AIMSweb
- Grades k-2
 - PALS
- Grades K-12
 - All other state assessments particular to grade
- Grades 7th and 9th
 - Important that at grades 6th and 8th that universal screening data, particularly the spring, is saved in Alpine or other source so this information can be shared with the rising grade level
 - Rising grade level can review spring universal screening data to assist in making educational decisions



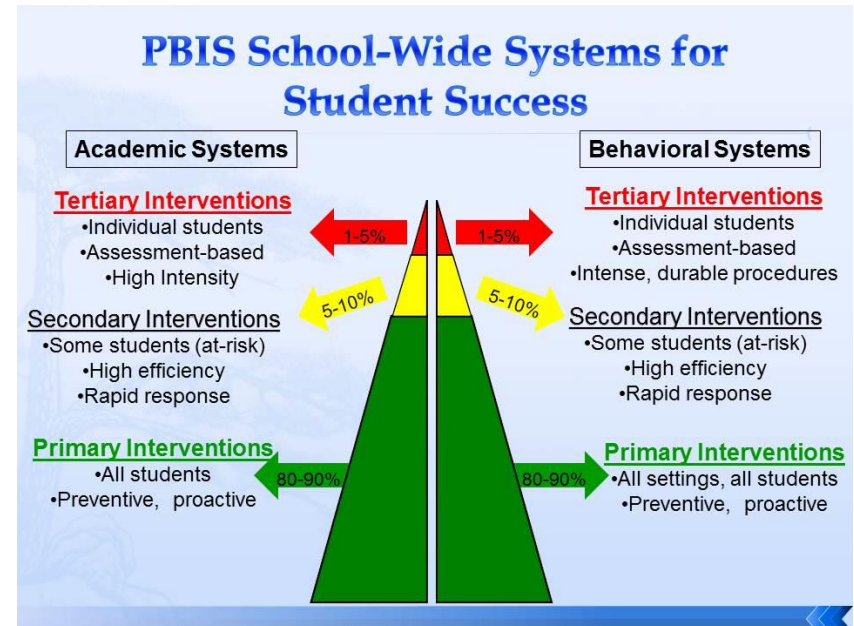
Lets Talk about Behavior

- Unique to MTSS, not only are academics are addressed, but so are behaviors through strategic problem solving
- Behavior will be addressed with Positive Behavior Intervention Support (PBIS)
- PBIS implementation similar to MTSS implementation
 - Follows same structure of Tier 1, 2, & 3
 - Problem-solving occurs to address student's unique behavioral needs



PBIS

- District is in 'exploration' phase of implementation
- 2015-2016 goal is to discuss roll-out and how Marshfield can use PBIS to address behavior concerns
- More information will be given throughout the year





Manual Review

- Take a minute to review the manual??????
 - Outline
 - Helpful forms
- Feedback
 - Concerns you have for your individual schools



Questions?

- Contact Information:
 - Deanna Dimick, School Psychologist, MTSS Facilitator
 - dimick@Marshfield.k12.wi.us
 - Madison/Nasonville Elementary